

**University of Calgary**  
**Department of Communication, Media and Film**

**COMS 369 L01 Rhetorical Communication**

**FALL 2019: Thurs., Sept. 5 to Thurs., Dec. 5 (excluding Nov. 12 & 14)**

**Tuesdays & Thursdays 11:00 to 12:15**

<b>Instructor:</b>	Jo-Anne Andre
<b>Office:</b>	SS 300
<b>Office Phone:</b>	(403)-220-7429
<b>Email:</b>	andre@ucalgary.ca
<b>Web Page:</b>	D2L (access via MyUofC portal)
<b>Office Hours:</b>	Wednesdays 1:00 to 3:00 pm or by appointment.

**Course Description.** An introduction to the basic principles of rhetorical theory, criticism and practice. Examines rhetorical perspectives on elements of communication such as argumentation, persuasion, audience, situation, genre and ethics. Students will apply rhetorical theory to the criticism of samples of public communication and will practice their rhetorical skills through in-class activities and assigned writing and oral presentations.

**Additional Information.** The weekly schedule of topics and readings can be found at the end of this outline or on D2L. Students are responsible for reading and following all course and university policies discussed in this outline.

**Objectives of the Course.** By the end of this course, students should have developed

- A familiarity with the historical roots of rhetorical theory and an understanding of the importance of rhetoric to Western culture
- An understanding of the principles and terminology of classical (and some contemporary) rhetorical theory
- Skill in using rhetorical concepts to analyze and critique arguments and texts and speeches drawn from contemporary media
- Skill in using rhetorical principles to craft persuasive texts for specific audiences. As part of invention, students should be able to locate relevant sources using U of C library online search tools
- Competence in editing written work for style, correctness, and ethical citation of sources appropriate for particular rhetorical contexts
- Competence and confidence in crafting and delivering persuasive and informative presentations

**Textbooks and Readings**

There is no textbook. All readings are available freely online. Please see the readings and links in the daily syllabus at the end of this outline. Readings and resources listed below will be available via links on D2L.

## List of readings and resources (online)

### Assignments and Evaluation

Please see D2L for detailed assignment guidelines.

	Assessed Components	Due
5%	<p><b>3- to 5-minute mini-presentation (in pairs, to be scheduled)</b> on one of the following topics. Sign up for a date and topic on D2L asap:</p> <ul style="list-style-type: none"> <li>a) <b>Logical fallacies</b> (chosen from fallacies listed on D2L) (<b>Sept. 19, Sept. 24, &amp; Oct. 1</b>). Using PowerPoint, prepare and deliver a presentation in which you define and provide at least two examples of the fallacies.</li> <li>b) <b>Style &amp; stylistic devices</b> (devices listed on D2L) (<b>Oct. 10, Oct. 15</b>)</li> <li>c) <b>A strategy related to presentations</b> (e.g., dealing with anxiety) or to the design of PowerPoint slides (Oct. 17)</li> <li>d) <b>An excerpt from a political or movie speech or TED talk</b>, with comments on the rhetorical situation and strategies (Oct. 17). Limit video excerpts to 2 mins (not counted in the 3 to 5 mins). See TED website or <a href="https://www.americanrhetoric.com/speechbank.htm">https://www.americanrhetoric.com/speechbank.htm</a></li> </ul>	
15%	<p><b>3 in-class tasks writing, editing, or quiz tasks</b> (5% each) chosen by the student from in-class tasks on the dates listed below. These tasks must be submitted in class in hard copy or by email to the instructor. The tasks will normally take 30 minutes and will be between 250 and 350 words (a page or so, double-spaced). More details will be provided in class. <i>Note: students may complete 4 tasks and have the 3 highest grades count.</i></p> <p><b>Sept. 12 &amp; 17</b> -- writing tasks based on assigned readings</p> <p><b>Oct. 3</b> – writing task based on analysis of a text</p> <p><b>Oct. 22</b> – editing task</p> <p><b>Nov. 19</b> – writing task on Rogerian argument</p> <p><b>Nov. 21</b> – writing task based on concession &amp; refutation</p> <p><b>Nov. 26</b> – revision task OR quiz on material since midterm.</p>	<p>Selected dates ←here</p>
15%	<p><b>Rhetorical analysis paper</b> (800-1200 words), due on presentation date. Students will form groups around current controversial topics, with each student choosing a relevant persuasive text(s) to analyze in an individual paper. Texts for analysis may include speeches, websites, posters, editorials, advertisements, blog articles, series of tweets, and films). Groups should ensure that various positions or points of view are reflected in the texts analyzed.</p>	<p>Oct. 24 or 29</p>
10%	<p><b>Presentation</b> (7-8 minutes) based on <b>either</b> your rhetorical analysis paper presented as part of a group presentation (<b>Oct. 24 or 29</b>) <b>or</b> your persuasive blog article or project (<b>Dec. 3 or 5</b>). Sign up for a presentation date on D2L. <i>Note: If you present on your rhetorical analysis, you may do a second presentation and have the higher grade count.</i></p>	<p>As scheduled</p>
22.5%	<p><b>Midterm exam.</b> 75 mins, closed book, multiple choice &amp; short answer</p>	<p>Oct. 31</p>
22.5%	<p><b>Persuasive blog article</b> (800-1200 words) on a topic of your choice. Your</p>	<p>Dec. 3</p>

	blog article may include visuals.	
10%	<b>Rhetorical analysis of your blog article or project</b> (800-1200 words)	Dec. 3

### Registrar-scheduled Final Examination: NO

**Note:** You must complete all assignments and exams worth 20% or more in order to pass this course. If you miss a required course component, please contact your instructor as soon as possible.

### Submission of Assignments

Please include your name on all assignments and submit them directly to the dropbox in D2L except for in-class assignments, which may be handed in directly to the instructor. If necessary, please use the drop box in SS320; a date stamp is provided for your use. A night drop box is available for after-hours submission. Assignments will be removed the following morning, stamped with the previous day's date, and placed in the instructor's mailbox. **Note:** *It is your responsibility to keep a copy of each submitted assignment and to ensure that you submit the proper version (particularly in courses requiring electronic submission).*

Be prepared to provide photo ID to pick up assignments in SS 320. Private information related to individual students is treated with the utmost regard by University of Calgary faculty. Student assignments will be accessible only by the authorized course faculty, and personal information is collected in accordance with the **Freedom of Information and Protection of Privacy (FOIP) Act**. Please note that instructors may use audio or video recorded for lesson capture, assessment of student learning, and self-assessment of teaching practices.

### Policy for Late Assignments

Assignments submitted after the deadline may be penalized with the loss of 5% or a partial letter grade (e.g.: A- to B+) for each day late.

**Policy on the Use of Electronic Communication Devices.** Laptops, tablets, and mobile phones may be used in class and tutorials only for course-related purposes and only if their use is not distracting others or negatively impacting the learning environment. No audio or video recording is allowed in any class without the instructor's permission.

### Student Accommodations

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS); SAS will process the request and issue letters of accommodation to instructors. For information on support services and accommodations for students with disabilities, visit [www.ucalgary.ca/access/](http://www.ucalgary.ca/access/). Students who require an accommodation based on a protected ground other than disability should communicate this need in writing to their Instructor. The full policy on Student Accommodations is available at <http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>.

Students seeking accommodation for transient illnesses (e.g., the flu) or another legitimate reason should contact their instructors. Whenever possible, students should provide supporting documentation to support their request; however, instructors may not require that a medical note be presented. For the policy on supporting documentation the use of a statutory declaration, see Section M.1 of the *University*

Calendar: <https://www.ucalgary.ca/pubs/calendar/current/m-1.html>. Also see FAQs for Students: <https://www.ucalgary.ca/registrar/registration/appeals/student-faq>

### Expectations for Writing

Department policy directs that all written assignments and, to a lesser extent, written exam responses be assessed at least partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization and proper documentation of research sources. For further information, please refer to the *University of Calgary Calendar* section on writing across the curriculum: <http://www.ucalgary.ca/pubs/calendar/current/e-2.html>

### Grading & Department of Communication, Media and Film Grade Scale

The following table outlines the grade scale percentage equivalents used in the Department of Communication, Media and Film. In this course, all work except for the midterm exam will be graded using letter grades. The midterm exam will be graded using percentage grades.

Final grades are reported as letter grades. For components graded using percentages, those values will be used directly in calculating the final grade, while for components graded using letter grades, the letter grades will be converted to the midpoint values listed in the final column of the table below in calculating the final course grade.

Grade Point Value	Description	Grade	Dept of CMF grade scale equivalents*	Letter grade % equivalent for calculations* *
<b>4.00</b>	Outstanding performance	<b>A+</b>	96 - 100%	98.0%
<b>4.00</b>	Excellent performance	<b>A</b>	90 - 95.99%	93.0%
<b>3.70</b>	Approaching excellent performance	<b>A -</b>	85 - 89.99%	87.5%
<b>3.30</b>	Exceeding good performance	<b>B+</b>	80 - 84.99%	82.5%
<b>3.00</b>	Good performance	<b>B</b>	75 - 79.99%	77.5%
<b>2.70</b>	Approaching good performance	<b>B-</b>	70 - 74.99%	72.5%
<b>2.30</b>	Exceeding satisfactory performance	<b>C+</b>	65 - 69.99%	67.5%
<b>2.00</b>	Satisfactory performance	<b>C</b>	60 - 64.99%	62.5%
<b>1.70</b>	Approaching satisfactory performance	<b>C-</b>	55 - 59.99%	57.5%
<b>1.30</b>	Marginal pass. Insufficient preparation for subsequent courses in the same subject	<b>D+</b>	53 - 54.99%	54.0%
<b>1.00</b>	Minimal pass. Insufficient preparation for subsequent courses in the same subject	<b>D</b>	50 - 52.99%	51.5%
<b>0.00</b>	Failure. Did not meet course requirements.	<b>F</b>	0 - 49.99%	0%

\* If percentages are used to calculate final grades, then grades falling within these ranges will be translated to the corresponding letter grades.

\*\* These percentage equivalents will be used for calculating final grades unless an alternative method of final grade calculation is outlined above.

## **Plagiarism**

Using any source whatsoever without clearly documenting it is a serious academic offense. Consequences include failure on the assignment, failure in the course and possibly suspension or expulsion from the university. These requirements apply to all assignments and sources, including those in non-traditional formats such as Web pages or visual media.

You must document not only direct quotations but also paraphrases and ideas where they appear in your text. A reference list at the end is insufficient by itself. **In-text citations must be provided, and readers must be able to tell exactly where your words and ideas end and other people's words and ideas begin.** Wording taken directly from a source must be enclosed within quotation marks (or, for long quotations, presented in the format prescribed by the documentation style you are using). Paraphrased information must not follow the original wording and sentence structure with only slight word substitutions here and there.

For information on citation and documentation styles (MLA, APA, Chicago, IEEE, etc.), visit the Student Success Centre resource links at <https://ucalgary.ca/student-services/student-success/writing-support> or the Purdue Online Writing Lab (OWL) Research and Citation Resources at [https://owl.purdue.edu/owl/research\\_and\\_citation/resources.html](https://owl.purdue.edu/owl/research_and_citation/resources.html)

If you need help with your writing or have questions about citing sources, please consult your instructor or visit the Student Success Centre, 3<sup>rd</sup> floor, Taylor Family Digital Library. To book an appointment, go to [https://ucalgary.ca/student-services/student-success?utm\\_source=ssc&utm\\_medium=redirect&utm\\_campaign=redirect](https://ucalgary.ca/student-services/student-success?utm_source=ssc&utm_medium=redirect&utm_campaign=redirect)

## **Instructor Intellectual Property & Copyright Legislation**

Course content created by the instructor is the instructor's intellectual property. As such, it should not be shared publicly or sold without the instructor's consent. Intellectual property is protected under Canadian copyright laws.

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright ([www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf](http://www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf)) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorized sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

## **Academic Misconduct**

For information on academic misconduct and its consequences, please see the *University of Calgary Calendar* at <http://www.ucalgary.ca/pubs/calendar/current/k.html>

## **Research Ethics**

Whenever you perform research with human participants, including surveys, interviews, or observations as part of your university studies, you are responsible for obtaining research ethics approval and for following university research ethics guidelines. In some cases, your instructors may apply for course-based research ethics approval for certain assignments, and in those cases, they must review and approve your research plans and supervise your research. For more information about your research ethics

responsibilities, please see <https://arts.ucalgary.ca/research/arts-researchers/resources-researchers-and-instructors/ethics>

### Deferrals of Course Work and Requests for Reappraisal

For university regulations and procedures related to deferrals of exams and course work, requests for reappraisals, and other matters, please see the relevant sections in the *University Calendar*: <https://www.ucalgary.ca/pubs/calendar/current/academic-regs.html>

### Student Support Services and Resources

Please visit <https://www.ucalgary.ca/registrar/registration/course-outlines> for information about student support services and resources, including Wellness and Mental Health Resources, Student Success programs and services, the Student Ombuds Office, the Student Union, and Safewalk.

For resources on D2L, visit <http://elearn.ucalgary.ca/desire2learn/home/students>. IT support is available at [itsupport@ucalgary.ca](mailto:itsupport@ucalgary.ca) or by calling 403-220.5555.

### Tentative schedule of Lecture Topics and Readings

Please complete the readings **prior** to class and watch the D2L newsfeed for information about additional readings and revisions to this schedule.

	<b>Topics &amp; learning objectives</b>
Thurs., Sept. 5	<p><b>Intro to the course; The Sophists and the rise of democracy in ancient Greece</b></p> <p>(1) course outline &amp; policies; configuring D2L notifications</p> <p>(2) the first 5 paragraphs on Sophists from the <i>Internet Encyclopedia of Philosophy</i> at <a href="https://www.iep.utm.edu/sophists/">https://www.iep.utm.edu/sophists/</a></p> <p>(3) the section on Sophists under Rhetoric at <a href="https://en.wikipedia.org/wiki/Rhetoric#Sophists">https://en.wikipedia.org/wiki/Rhetoric#Sophists</a></p> <p><b>Learning objectives:</b></p> <ul style="list-style-type: none"> <li>• Define rhetoric &amp; identify three enduring principles of rhetoric (e.g., its pragmatic purpose, focus on audience, etc.)</li> <li>• Explain the origin of rhetoric as a field of study: when did arise, where, and why (i.e., in response to what social or political developments)?</li> <li>• Explain who the Sophists were, why they faced resistance, and what their legacies were</li> </ul>
Sept. 10	<p><b>Plato’s critique of rhetoric</b></p> <p>(1) “Plato on Rhetoric” section, focusing on Plato’s <i>Gorgias</i>, from American Rhetoric at <a href="https://www.americanrhetoric.com/platoonrhetoric.htm">https://www.americanrhetoric.com/platoonrhetoric.htm</a></p> <p>(2) Paragraph on Plato under Rhetoric at <a href="https://en.wikipedia.org/wiki/Rhetoric#Sophists">https://en.wikipedia.org/wiki/Rhetoric#Sophists</a></p> <p><b>Activities:</b> formation of student topic groups for rhetorical analysis paper.</p> <p><b>Learning objectives:</b></p> <ul style="list-style-type: none"> <li>• Explain how rhetoric differs from dialectic</li> <li>• Identify two objections to rhetoric that Plato presents in his work <i>Gorgias</i> (in which the character of Socrates reflects Plato’s views)</li> <li>• Explain how the negative connotation that “rhetoric” has today derives from (or reflects) Plato’s critique of rhetoric</li> <li>• Discuss the validity of Plato’s concerns about rhetoric in view of its use in politics or advertising today</li> </ul>
Sept. 12	<p><b>Aristotle’s Rhetoric (overview)</b></p>

	<p>(1) The sections on the Branches of oratory; judicial, deliberative, and epideictic oratory; and the entire canons of rhetoric section at <a href="http://rhetoric.byu.edu/">http://rhetoric.byu.edu/</a></p> <p>(2) Dlugan, A. (2010). Ethos, pathos, logos: 3 pillars of public speaking (just the Introduction). Retrieved from Six Minutes at <a href="http://sixminutes.dlugan.com/ethos-pathos-logos/">http://sixminutes.dlugan.com/ethos-pathos-logos/</a></p> <p>(3) White, J. B. (1985). Law as rhetoric, rhetoric as law: the arts of cultural and communal life. <i>The University of Chicago Law Review</i> 52(3), 684-702. DOI: 10.2307/1599632. Retrieved from <a href="https://www.jstor.org/stable/1599632">https://www.jstor.org/stable/1599632</a></p> <p><b>Activities: In class writing task.</b></p> <p><b>Learning objectives:</b></p> <ul style="list-style-type: none"> <li>• Define the five canons of rhetoric (formalized in the Roman era)</li> <li>• State Aristotle’s definition of rhetoric &amp; identify which canon of rhetoric it emphasizes</li> <li>• Explain how Aristotle’s and Plato’s views of rhetoric differed</li> <li>• Identify the purposes of rhetoric according to Aristotle</li> <li>• Define the three types of rhetoric according to Aristotle and give an example of each</li> <li>• Define inartistic versus artistic proofs (or appeals) and give an example of each</li> <li>• Summarize and comment on one or two arguments (or insights) from White’s (1985) paper in which he (like Aristotle) identifies law as type of rhetoric.</li> </ul>
Sept. 17	<p><b>Kairos &amp; The Rhetorical Situation</b></p> <p>(1) Sections on Kairos, Audience, and Decorum at <a href="http://rhetoric.byu.edu/">http://rhetoric.byu.edu/</a></p> <p>(2) Pantelides, K, McIntyre, M. &amp; McKee, J. (2018). Kairos. At <a href="https://writingcommons.org/open-text/information-literacy/rhetorical-analysis/rhetorical-appeals/595-kairos">https://writingcommons.org/open-text/information-literacy/rhetorical-analysis/rhetorical-appeals/595-kairos</a></p> <p>(3) Eward-Mangione, A. (2018). Using appeals to kairos in persuasive writing. Retrieved from <a href="https://writingcommons.org/using-appeals-to-kairos-in-persuasive-writing">https://writingcommons.org/using-appeals-to-kairos-in-persuasive-writing</a></p> <p>(4) Bitzer, L. (1968). – The rhetorical situation. <i>Philosophy &amp; Rhetoric</i> 1(1), 1-14. Read only Part II (pp. 6-8) and Part IV (pp. 13-14) of at <a href="https://www.jstor-org.ezproxy.lib.ucalgary.ca/stable/40236733?seq=1#metadata_info_tab_contents">https://www.jstor-org.ezproxy.lib.ucalgary.ca/stable/40236733?seq=1#metadata_info_tab_contents</a></p> <p>(5) Vatz, R. (1973). The myth of the rhetorical situation. <i>Philosophy and Rhetoric</i>, 6(3), 154-161.</p> <p><b>Activities: in-class writing task.</b></p> <p><b>Learning objectives:</b></p> <ul style="list-style-type: none"> <li>• Define rhetorical situation</li> <li>• Define Kairos &amp; apply the concept in a rhetorical situation</li> <li>• Explain and apply Bitzer’s concepts of exigence, constraints, &amp; rhetorical audience</li> <li>• Explain how Bitzer’s and Vatz’s views of the rhetorical situation differ. Comment on which view you think is more valid and provide an example to support your preference (or explain which parts of each view you find useful or valid)</li> </ul>
Sept. 19	<p><b>Ethos, Identification, &amp; Decorum</b></p> <p>(1) Dlugan, A. (2010). What is ethos and why is it critical for speakers? Retrieved from Six Minutes at <a href="http://sixminutes.dlugan.com/ethos-definition/">http://sixminutes.dlugan.com/ethos-definition/</a></p> <p>(2) Dlugan, A. (2010). 15 tactics to establish ethos: Examples for persuasive speaking. Retrieved from Six Minutes at <a href="http://sixminutes.dlugan.com/ethos-examples-speaking/">http://sixminutes.dlugan.com/ethos-examples-speaking/</a></p> <p>(3) University of Maryland Baltimore Writing Centre. (n.d.). <i>Persuasion: Character</i>. Retrieved from <a href="https://www.umaryland.edu/media/umb/oa/campus-life/writing-center/documents/Persuasion-Character.pdf">https://www.umaryland.edu/media/umb/oa/campus-life/writing-center/documents/Persuasion-Character.pdf</a></p> <p><b>Activities: two mini-presentations on logical fallacies related to ethos.</b></p> <p><b>Learning objectives:</b></p> <ul style="list-style-type: none"> <li>• Define ethos, identification, and decorum.</li> <li>• Explain why ethos is important in persuasion.</li> <li>• Define the three components of ethos according to Aristotle</li> </ul>

	<ul style="list-style-type: none"> <li>Describe three strategies for developing a positive ethos</li> <li>Define, identify, and give an example of the following fallacies related to ethos: (a) irrelevant appeal to authority; (b) personal attacks (ad hominem); (c) guilt by association; (d) poisoning the well</li> </ul>
Sept. 24	<p><b>Pathos</b></p> <ol style="list-style-type: none"> <li>Dlugan, A. (2010). What is pathos and why is it critical for speakers? Retrieved from Six Minutes at <a href="http://sixminutes.dlugan.com/pathos-definition/">http://sixminutes.dlugan.com/pathos-definition/</a></li> <li>Dlugan, A. (2010). 18 pathos to pathos: How to connect with your audience. Retrieved from Six Minutes at <a href="http://sixminutes.dlugan.com/pathos-examples-speaking/">http://sixminutes.dlugan.com/pathos-examples-speaking/</a></li> <li>University of Maryland Baltimore Writing Centre. (n.d.). <i>Persuasion: Emotion</i>. Retrieved from <a href="https://www.umaryland.edu/media/umb/oaa/campus-life/writing-center/documents/Persuasion-Emotion.pdf">https://www.umaryland.edu/media/umb/oaa/campus-life/writing-center/documents/Persuasion-Emotion.pdf</a></li> </ol> <p><b>Activities:</b> two mini-presentations on logical fallacies related to pathos.</p> <p><b>Learning objectives:</b></p> <ul style="list-style-type: none"> <li>Define pathos and explain why it is important in persuasion</li> <li>Describe three strategies for appealing to pathos</li> <li>Define, identify, and give an example of the following fallacies related to pathos: (a) bandwagon appeal (argumentum ad populum); (b) threats; (c) appeal to pity; (d) appeal to pride</li> </ul>
Sept. 26	<p><b>Logos – syllogism, enthymeme, example, topoi (common topics), stasis theory</b></p> <ol style="list-style-type: none"> <li>Dlugan, A. (2010). What is logos and why is it critical for speakers? Retrieved from Six Minutes at <a href="http://sixminutes.dlugan.com/logos-definition/">http://sixminutes.dlugan.com/logos-definition/</a></li> <li>Dlugan, A. (2010). 17 easy ways to be a more persuasive speaker. General strategies for improving your logos. Retrieved from Six Minutes at <a href="http://sixminutes.dlugan.com/logos-examples-speaking/">http://sixminutes.dlugan.com/logos-examples-speaking/</a></li> <li>University of Maryland Baltimore Writing Center. (n.d.) Brainstorming: Invention. Retrieved from <a href="https://www.umaryland.edu/media/umb/oaa/campus-life/writing-center/documents/Brainstorming-Invention.pdf">https://www.umaryland.edu/media/umb/oaa/campus-life/writing-center/documents/Brainstorming-Invention.pdf</a></li> </ol> <p><b>Learning objectives:</b></p> <ul style="list-style-type: none"> <li>Define logos and explain why it is important in persuasion</li> <li>Define the two forms that logical arguments in rhetoric take, according to Aristotle, and identify each of these ways as involving either inductive or deductive reasoning</li> <li>Describe three strategies for appealing to logos</li> <li>Define logical syllogisms and enthymemes and give an example of each.</li> <li>Define 4 of the 6 common topoi identified by Aristotle and explain how these function in building arguments</li> <li>Define the purpose(s) of stasis theory and the four elements (stases) involved.</li> </ul>
Oct. 1	<p><b>Logos &amp; Logical Fallacies</b></p> <ol style="list-style-type: none"> <li>University of Maryland Baltimore Writing Centre. (n.d.). <i>Persuasion: Reason</i>. (Read just the sections on Strategies and Logical Fallacies.) Retrieved from <a href="https://www.umaryland.edu/media/umb/oaa/campus-life/writing-center/documents/Persuasion-Reason.pdf">https://www.umaryland.edu/media/umb/oaa/campus-life/writing-center/documents/Persuasion-Reason.pdf</a></li> </ol> <p><b>Activities:</b> four mini-presentations on logical fallacies related to logos.</p> <p><b>Learning objectives:</b></p> <ul style="list-style-type: none"> <li>Define, identify, and give an example of the following logical fallacies: (a) begging the question (circular argument); (b) loaded question; (c) hasty generalization; (d) misrepresenting correlation for causation (post hoc, ergo propter hoc); (e) appeal to</li> </ul>



	ignorance; (f) straw person; (g) red herring; (h) false dilemma (either-or fallacy)
Oct. 3	<p><b>Toulmin's Model of Argument</b></p> <p>(1) Purdue University Online Writing Lab (OWL). Toulmin Argument. Retrieved from <a href="https://owl.purdue.edu/owl/general_writing/academic_writing/historical_perspectives_on_argumentation/toulmin_argument.html">https://owl.purdue.edu/owl/general_writing/academic_writing/historical_perspectives_on_argumentation/toulmin_argument.html</a></p> <p><b>Activities:</b> in-class writing task related to the analysis of a text</p> <p><b>Learning objectives:</b></p> <ul style="list-style-type: none"> <li>• Define the claim, grounds (data), warrant, &amp; rebuttal from Toulmin's Model of Argument</li> <li>• Apply Toulmin's Model in analyzing an argument</li> </ul>
Oct. 8	<p><b>Writing a Rhetorical Analysis. Using APA citation style. Analyzing visuals.</b></p> <p>(1) Romm, J. (2016, March 28). Donald Trump may sound like a clown, but he is a rhetoric pro like Cicero. Retrieved August 14, 2019, from ThinkProgress at <a href="https://thinkprogress.org/donald-trump-may-sound-like-a-clown-but-he-is-a-rhetoric-pro-like-cicero-ac40fd1cda79/">https://thinkprogress.org/donald-trump-may-sound-like-a-clown-but-he-is-a-rhetoric-pro-like-cicero-ac40fd1cda79/</a></p> <p>(2) St. Louis Community College. (2015). Rhetorical Analysis Sample Essay. Retrieved from <a href="http://www2.beaufortccc.edu/learning-enhancement-center/docs/resources/writing/SampleRhetoricalAnalysis2.pdf">http://www2.beaufortccc.edu/learning-enhancement-center/docs/resources/writing/SampleRhetoricalAnalysis2.pdf</a></p> <p>(3) APA resources posted on D2L</p> <p>(4) Ellison, K. L. (2014). Age transcended: A semiotic and rhetorical analysis of the discourse of agelessness in North American anti-aging skin care advertisements. <i>Journal of Aging Studies</i> 29, 20-31. DOI: 10.1016/j.jaging.2013.12.003 [read the abstract; the article itself is recommended, not required, reading; it will serve as an example of analyzing visuals]</p> <p><b>Learning objectives:</b></p> <ul style="list-style-type: none"> <li>• Identify the characteristics of a well-developed and effectively structured rhetorical analysis</li> <li>• Identify the ways in which visual elements can act as or support persuasive arguments; analyze the use of visuals in rhetoric</li> <li>• Use APA citation style to properly cite sources in a paper.</li> </ul>
Oct. 10	<p><b>Analyzing Language and style – Denotation, connotation, concrete vs abstract language</b></p> <p>(1) Clark, R. P. (2017, Oct. 20). Why it worked: A rhetorical analysis of Obama's speech on race. Poynter. Retrieved from <a href="https://www.poynter.org/reporting-editing/2017/why-it-worked-a-rhetorical-analysis-of-obamas-speech-on-race-2/">https://www.poynter.org/reporting-editing/2017/why-it-worked-a-rhetorical-analysis-of-obamas-speech-on-race-2/</a></p> <p>(2) Packer, G. (2019, Aug. 6). The left needs a language potent enough to counter Trump. <i>The Atlantic</i>. Retrieved from <a href="https://www.theatlantic.com/ideas/archive/2019/08/language-trump-era/595570/">https://www.theatlantic.com/ideas/archive/2019/08/language-trump-era/595570/</a></p> <p><b>Activities:</b> mini-presentation on the ladder of abstraction: <a href="http://sixminutes.dlugan.com/ladder-abstraction/">http://sixminutes.dlugan.com/ladder-abstraction/</a></p> <p><b>Learning objectives:</b></p> <ul style="list-style-type: none"> <li>• Define denotation and connotation and abstract vs concrete language and give examples</li> <li>• Analyze language use in a political speech or other text</li> </ul>
Oct. 15	<p><b>Analyzing Language and style – part 2. Tropes &amp; schemes</b> (Watch D2L for schedule update for this day)<a href="https://www.poynter.org/reporting-editing/2017/why-it-worked-a-rhetorical-analysis-of-obamas-speech-on-race-2/">https://www.poynter.org/reporting-editing/2017/why-it-worked-a-rhetorical-analysis-of-obamas-speech-on-race-2/</a></p> <p><b>Activities:</b> mini-presentations on stylistic devices; imitation exercises</p> <p><b>Learning objectives:</b></p> <ul style="list-style-type: none"> <li>• Define anaphora, epiphora, chiasmus, antithesis, amplification, tricolon, metaphor, &amp; metonymy</li> </ul>
Oct. 17	<b>Crafting &amp; Delivering Effective Presentations</b>

	<p>(1) McKay, B., &amp; McKay, K. (2018). Classical rhetoric 101: The five canons of rhetoric – arrangement. Retrieved August 14, 2019, from <a href="https://www.artofmanliness.com/articles/classical-rhetoric-101-the-five-canons-of-rhetoric-arrangement/">https://www.artofmanliness.com/articles/classical-rhetoric-101-the-five-canons-of-rhetoric-arrangement/</a></p> <p>(2) McKay, B., &amp; McKay, K. (2018). Classical rhetoric 101: The five canons of rhetoric – memory. Retrieved August 14, 2019, from <a href="https://www.artofmanliness.com/articles/classical-rhetoric-101-the-five-canons-of-rhetoric-memory/">https://www.artofmanliness.com/articles/classical-rhetoric-101-the-five-canons-of-rhetoric-memory/</a></p> <p>(3) McKay, B., &amp; McKay, K. (2018). Classical rhetoric 101: The five canons of rhetoric – delivery. Retrieved August 14, 2019, from <a href="https://www.artofmanliness.com/articles/canon-of-delivery/">https://www.artofmanliness.com/articles/canon-of-delivery/</a></p> <p>(4) Dlugan, A. (2018). How to use notes in a speech: A guide for speakers. Retrieved August 14, 2019, from Six Minutes at <a href="http://sixminutes.dlugan.com/notes-speech/">http://sixminutes.dlugan.com/notes-speech/</a></p> <p><b>Activities:</b> mini-presentations related to effective presentations or effective speeches</p> <p><b>Learning objectives:</b></p> <ul style="list-style-type: none"> <li>• Hypothetically, provide advice for a new workplace intern in your office preparing for her first public presentation to an audience that might include potential clients or donors.</li> <li>• Explain when reading from a complete script would be appropriate for a presentation, and explain what methods could be used to ensure that a scripted presentation is engaging.</li> </ul>
Oct. 22	<p><b>Editing for common writing errors</b></p> <p><b>Activities:</b> editing task</p> <p><b>Learning objectives:</b></p> <ul style="list-style-type: none"> <li>• Discuss the way in which common writing errors may affect a rhetor’s ethos</li> <li>• Recognize and correct the following errors in your own and others’ writing: sentence fragments, comma splices, dangling participles, faulty parallelism, and misused pronouns, apostrophes, colons, and semicolons.</li> </ul>
Oct. 24	<b>Rhetorical analysis presentations (day 1).</b>
Oct. 29	<b>Rhetorical analysis presentations (day 2)</b>
Oct. 31	<b>Midterm exam</b> (20%. 70 mins, closed book, multiple choice & short answer)
Nov. 5	<p><b>Review of Midterm exam. Audience analysis &amp; Cicero’s types of cases.</b></p> <p><i>Note: Come to class with a topic for your final assignment</i></p> <p><b>Learning objectives:</b></p> <ul style="list-style-type: none"> <li>• Discuss the fundamentals of audience analysis and why it is important in persuasion</li> <li>• Define Cicero’s types of cases and give an example of each</li> <li>• Analyze the audience for your final persuasive assignment</li> </ul>
Nov. 7	<p><b>Invention strategies &amp; research for final assignment</b></p> <p><b>Learning objectives:</b></p> <ul style="list-style-type: none"> <li>• Apply at least three different invention strategies to explore ideas and arguments that might be used in your final persuasive assignment</li> <li>• Use the U of C online library databases to search for newspaper and academic research articles on your topic.</li> </ul>
Nov. 19	<b>Arrangement</b> (Classical, Motivated Sequence; Rogerian argument). Introductions & conclusions. Structural elements for effective presentations (summaries, signposting, repetition)

	<p><b>Activities:</b> in-class writing task on Rogerian argument</p> <p><b>Learning objectives:</b></p> <ul style="list-style-type: none"> <li>• Define the characteristics of classical arrangement, Monroe’s Motivated Sequence, and Rogerian argument</li> <li>• Discuss strategies for effective introductions and conclusions in a persuasive text or presentation</li> </ul>
Nov. 21	<p><b>Argument: Concession &amp; refutation</b></p> <p><b>Activities:</b> in-class writing task based on concession &amp; refutation</p> <p><b>Learning objectives:</b></p> <ul style="list-style-type: none"> <li>• Define concession and refutation</li> <li>• Comment on the relationship between concession and ethos</li> </ul>
Nov. 26	<p><b>Revising for style. (Watch D2L for updates)</b></p> <p><b>Activities:</b> in-class revision task OR optional quiz on material since the midterm.</p>
Nov. 28	<b>Peer review of final papers (optional, but recommended).</b>
Dec. 3	<b>Final presentations (day 1). Maximum 8 presenters. Sign up on D2L</b>
Dec. 5	<b>Final presentations (day 2). Maximum 8 presenters. Sign up on D2L</b>